

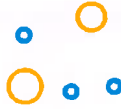


مدرستنا الثانوية الانجليزية، الشارقة - البنين  
OUR OWN ENGLISH HIGH SCHOOL, SHARJAH - BOYS

## Policy for the Students of Determination



IDENTIFICATION



INTERVENTION



INCLUSION



Date of adoption: August 2014

Date reviewed: April 2023

Date of next review: April 2025

Verified & Signed

Principal & CEO



**Inclusion policy:**

- All students who benefit from their time in the school be it academic or social progress will be supported to the best of the school's resources/ abilities.
- A student will be supported, as long as he is not a threat to himself/his classmates/teachers, or the community at large.

**The policy follows the 3 I strategy**

1. Identification
2. Intervention
3. Inclusion

**Objectives of the Policy**

This policy will ensure:

1. All staff understand the definition of Special Educational Needs and are sensitized toward their needs
2. All staff understand the GEMS classification of support for Special Educational Needs
3. Adherence to policies and procedures by the Counsellor and the Special Educators
4. Confidentiality of information will be understood and maintained
5. A culture of inclusion where the school community will be aware and sensitized towards Special Education Needs and will campaign for the cause.

**Confidentiality**

All information regarding the student's needs will be kept confidential and shared by the Counsellor and Special Educators only with the Principal, Vice Principal, concerned Heads of the section, concerned Supervisor, parents, and teaching/non-teaching staff working with the student. Any information to be further shared with any external agency will be done so only after the consent of the parents.

**Legislation and guidance**

This policy is currently based on the UAE Disability Act, Federal Law (29) 2006 and 2009, which guarantees a Person of Determination access to equal opportunities of education within all educational institutions.

This policy is also based on the following guidance and legislation (see Appendix A for links to guidance):

Dubai Law No. (2) 2014 'to protect the rights of People of Determination in the Emirate of Dubai'.

Executive Council Resolution No. (2) 2017 Regulating Private Schools in the Emirate of Dubai. Including particular reference to Article 4 clause 14; Article 13, clauses 16, 17, 19, and Article 23.

Policies for the empowerment and effective inclusion of persons of determination are an integral part of key national and local strategies such as the UAE Vision 2021.

UAE Centennial 2071 Long Term Government Plan.

Abu Dhabi Economic Vision 2030.

Dubai Strategic Plan 2021.

The United Nations Convention on the Rights of Persons with Disabilities and Optional Protocol.

The UAE 'School for All': General rules for the Provision of Special Education Programmes and Services (2010) guidance.

The National Policy for Empowering People of Determination aims to provide quality inclusive education in the UAE (2017).



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The UAE Federal Law 29 (2006) defines discrimination as any segregation, exclusion or restriction due to special needs leading to the damage or denial of recognition of any rights granted by the prevailing legislation in the country or enjoyment on an equal footing.

#### Roles and responsibilities

##### **The Inclusion governor – Ms. Seema Ganesh**

The Inclusion governor will:

- Help to raise awareness of Inclusion issues at governing board meetings
- Monitor the quality and effectiveness of inclusion and provision for Students of Determination within the school and update the governing board on this
- Work with the Principal and Head of Inclusion to determine the strategic development of the Inclusion Policy and provision in the school

##### **The Vice-Principal - Ms. Sindhu P. Nair**

The Vice Principal will:

- Work with the Head of Inclusion and Inclusion governor to determine the strategic development of the Inclusion Policy and provision within the school
- Have overall responsibility for the provision and progress of Students of Determination and those with SEN

##### **The Head of Inclusion – Ms. Cinu Baby**

The Head of Inclusion will:

- Work with the Principal and Inclusion governor to determine the strategic development of the Inclusion Policy and provision in the school
- Have day-to-day responsibility for the operation of this Inclusion Policy and the co-ordination of specific provisions made to support individual students with SEND
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Be the point of contact for external agencies supporting students with SEN
- Ensure the school keeps the records of all students with SEN up to date
- Implement and maintain Individual Education Plans (IEPs) for students with SEN

##### **Support or Specialist Teachers**

The School Support or Specialist Teachers will:

- Have day-to-day oversight for the specific provision made to support individual students with SEND
- Provide professional support to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate
- Keep up-to-date records of all students with SEN on their caseload
- Implement Individual Education Plans (IEP) strategies for students with SEN



### **Identifying students with SEN and assessing their needs**

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the student's previous rate of progress
- Fails to close the attainment gap between the student and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social or emotional needs.

When deciding whether SEN provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **GEMS classification of support**

#### **Level 1:** Identified having a barrier to learning

Classroom teacher's response to a student's learning needs: Teachers should differentiate their lessons by using a student's profile or another formal record of the student's needs, which should be accessible to all teaching staff. Effective inclusion of all students, high-quality lessons where teachers differentiate according to individual students' needs as determined by each student's profile and anecdotal records/ongoing assessments. Examples of sources of information: are lesson plans, provision maps, parent meetings, student goals, peer mentors, and accommodation plans where required based on need.

#### **Level 2:** Where the learning needs may be slightly more, and level one interventions are not as effective:

In such cases, more support is required which includes majorly in-class support and need-based session/support by Special educators. This will include an Individual Education Plan and provisions that go beyond the regular classroom setup. It involves observations that are conducted by the Special Education team to better understand the nature of the difficulty and prepare a plan accordingly. Students are expected to show significant improvement through specific in-class interventions.

#### **Level 3:** Support of Learning Support Assistant as their need is intense

Individual sessions and intense support are provided for skill development including literacy, numeracy, and life skills. Individual Education Plans and accommodations are provided to help the students to achieve their specific targets which will be monitored and reviewed.

### **Procedure to withdraw SEN support for students**

If the child has made consistent progress as per his needs, collective feedback will be collected from the teacher and parents.

SEN support will be withdrawn; however, the student will be closely monitored.



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High-quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual pupils as per their needs.

We will also provide the following interventions:

Based on need an Individual Education Plan (**IEP**) is prepared for students of determination in consultation with parents and teachers, which mentions the learning barrier faced by the students and strategies to bridge those gaps with individualized goals and targets.

An Individual Accommodation Plan (**IAP**) is prepared for students where need-based accommodation and intervention are provided based on their needs.

**Exam Support:** Every SOD is supported during examinations in class/individually as required. The SODs who receive intense support or simplified paper have an attachment with the report card containing the provisions provided.

**CBSE Norms for Subject Exemption in Secondary School:** Students are exempted from any two of the following subjects: Math, Social studies, Science, and Second Language and opt for Computer applications and painting, provided the student receives a CBSE approval. This approval may be required to be renewed annually. The approval of the subject exemption is subjected to getting a medical diagnosis from an authorized government hospital. The students are also given extra time during exams as per the CBSE norms. (refer to Annexure – CBSE guidelines)

**Preferential seating:** SODs are given an opportunity to be seated where learning is maximized.

**Peer Buddy:** each student with determination is entrusted with a peer buddy who is sensitive to the student's needs by supporting and assisting with comprehension in class, note completion, if/when needed - support within the school environment.

**Learning Support Assistant/Parent volunteer:** the LSA works as part of the team to enhance personal, and social development, and provide learning opportunities and life skills to these students. They are appointed by the parents after obtaining approval from SPEA. Induction is provided to them by the SEN department and their consent is taken on the LSA policy. (refer to Annexure – LSA policy)

**Students with medical needs:** The students with sensory, hearing, and physical disabilities are supported with preferential seating, peer buddy, and infrastructure accommodation such as Wheelchair Provisions, and the use of a Ramp, among others.

Accommodations/ sessions are provided based on their needs in discussion with their concerned teacher, Senior Leadership, and Management Team.

**Note: students with temporary medical conditions are also provided with accommodations on a need basis**

#### **External support**

Parents are further guided to consult external professionals if required. (Occupational Therapy, Speech Therapy, Anger Management, etc.).





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#### **Support for improving emotional and social development**

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEN are encouraged to be part of the club to promote teamwork/building friendships
- They are also assigned class responsibilities to build their confidence.
- All students are free to express their views, students with determination are provided extra care and their views are handled more sensitively.

We have a zero-tolerance approach to bullying.

#### **Working with other agencies**

- Parents are guided and are provided with references from therapists, clinics, and hospitals for providing therapy to their ward or for an external assessment.
- Inclusion team arranges webinars/workshops for parents and invites therapists to share insight about the difficulties faced by children and guide parents about techniques, on how to support their children at home.

#### **Complaints about SEN provision**

Any complaints about SEN provision will be reported to the Head of Inclusion who will then be consulted with the Vice-Principal/ Principal and dealt with accordingly.

#### **Monitoring arrangements**

This Inclusion Policy will be reviewed **every two years**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.